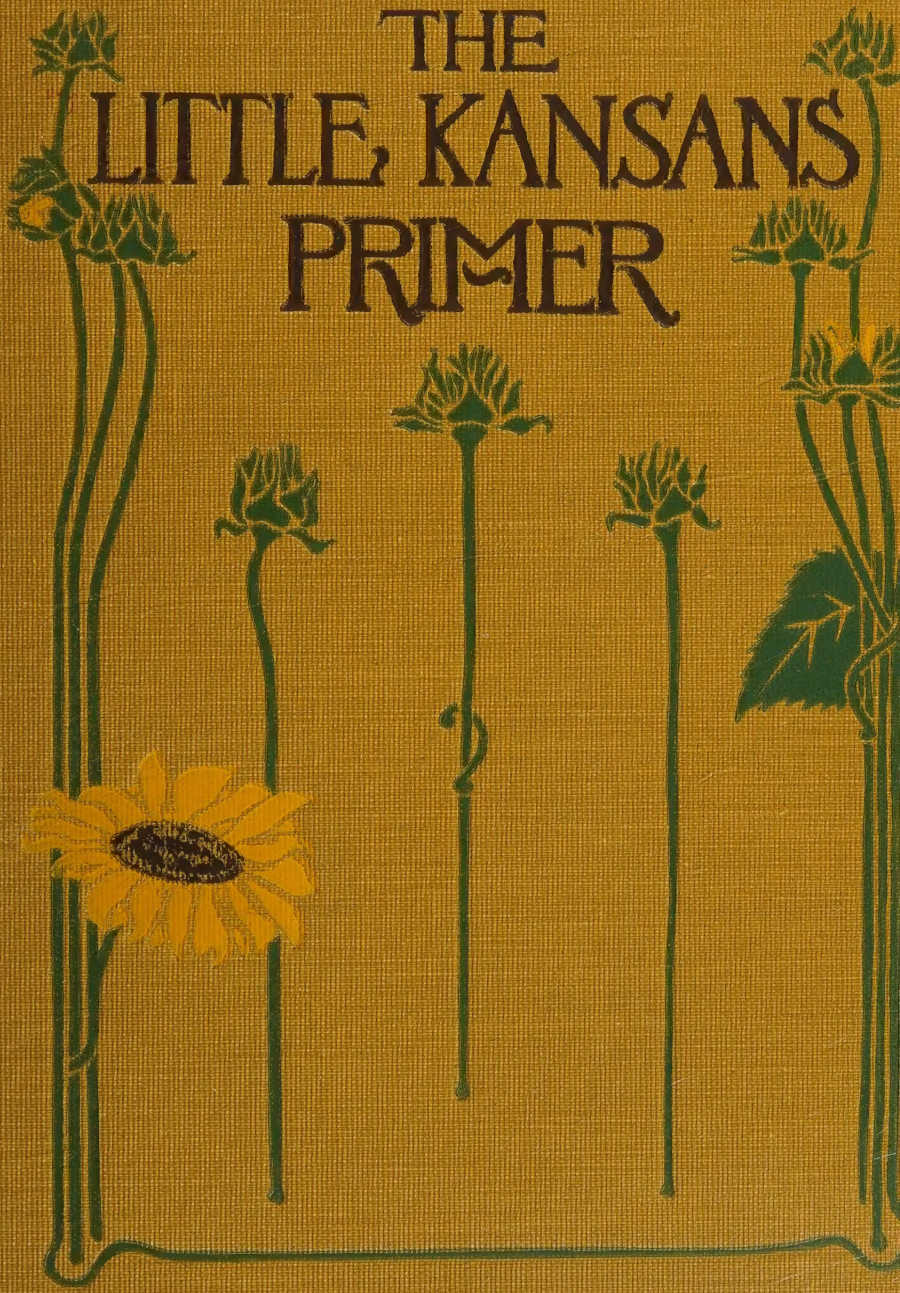
THE LITTLE KANSANS PRIMER



THE LITTLE KANSANS PRIMER

BY

ANNA W. ARNETT

ILLUSTRATED BY

RUTH MARY HALLOCK

PUBLISHED BY
THE STATE OF KANSAS
STATE PRINTING PLANT
TOPEKA
1914

COPYRIGHT, 1914, BY THE STATE OF KANSAS
COPYRIGHT, 1914, BY ANNA W. ARNETT
ALL RIGHTS RESERVED

In the compilation of this book certain matter from a manuscript prepared by Anna W. Arnett has been used. All such matter is protected by the copyright entries noted above.

PREFACE

THIS PRIMER, the first book published by the State for use in the schools, is simple enough in its plan to be easily used as a first book in reading in our one-teacher rural schools, and broad enough in its scope to meet the needs of our city school systems. For this reason it has been made flexible in its plan, and subject matter has been used which pertains both to city interests and to the affairs of rural life.

A strong appeal is made to the child's love of action and to his dramatic instinct. The book is in a large sense an action primer, and there are few lessons that will not readily lend themselves to dramatization. The book follows the belief that the child needs an opportunity for expression in his school life more than he needs repression.

The large number of nursery rhymes and songs, the child verse, and the use of child lore and cumulative tales gives literary merit as well as variety and interest. Nothing has been used in the make-up of the book that does not have a strong element of interest for the child.

The vocabulary is simple, made up almost wholly of words already in the child's vocabulary, and contains few words that will present any difficulty in spelling, either phonetically or by letter.

Every teacher expecting to teach this book should study carefully the Suggestions to Teachers on page 133, and the Suggestions for Phonetic Work on page 136, before beginning actual class work.

Acknowledgements are due for the use of "The Swing" and "The Cow" by Robert Louis Stevenson, published by Charles Scribner's Sons, also for the "Plant Song" and the poem on page 55, both from "Primary Plan Books," George, published by A. Flanagan Company.

Ned's

Ruth's

Don is Ned's dog.

Kitty is Ruth's cat.

dog cat is

Clap, clap, Ruth.

Bow, bow, Ned.

Clap, Ruth, clap.

Bow, Ned, bow.

TO BE MEMORIZED

When I make a bow
To older folks I see,
I always think when I am big
Some child will bow to me.

clap bow

Bark, bark, Don.

Mew, mew, Kitty.

Bark, Don, bark.

Mew, Kitty, mew.

Don barks and Kitty mews.

mew bark and

I am Ruth, I clap.

I am Ned, I bow.

I am Don, I bark.

I am Kitty, I mew.

I

am

Ruth can clap. Ned can bow.

Don can bark. Kitty can mew.

Run and clap. Run and bow.

Run and bark. Run and mew.

Run and bark. Clap and bow.

TO BE MEMORIZED AND ACTED

Clap your little hands.
Put them in and out.
Bow your little heads.
Turn yourselves about.

can run

Come Ruth, come Ned, come to-day.

Come Don, come Kitty, come and play.

Will and May will come to-day.

Will and Ned, Ruth and May,

Come and run, come and play.

TO BE MEMORIZED

Come, boys and girls, come and play.
Come to our party ; come to-day.

come to-day play

Ruth and Ned see Will and May.
Will and May see Ruth and Ned.
Ned can bow. Ruth can clap.
See Ned's dog. See Ruth's cat.
Ruth and Ned, Will and May,
Bow and clap, run and play.

TO BE MEMORIZED

Get your hats and come away,
Jump and run, away, away.

see

WILL: I play I am Ned's dog.
Bow-wow, bow-wow.

MAY: I play I am Ruth's cat.
Mew-mew, mew-mew.

RUTH: I play I am Moo-cow.
Moo-moo, moo-moo.

NED: Bark, Don, bark.

WILL: Bow-wow, bow-wow.

NED: Mew, Kitty, mew.

MAY: Mew-mew, mew-mew.

NED: Moo, Moo-cow, moo.

RUTH: Moo-moo, moo-moo.

TO BE MEMORIZED

Hey ! diddle, diddle, the cat played the fiddle.
The cow jumped over the moon.
The little dog laughed to see such fun,
And the dish ran away with the spoon.

bow-wow Moo-cow

Ned and Will can hop.

May and Ruth can skip.

We can skip. We can hop.

Hop, hop, Will and Ned.

Skip, skip, Ruth and May.

Hop and skip, run and play.

TO BE MEMORIZED

Hippity-hop, hippity-hop!
Up the street we go.
You can hop and I can skip.
Hippity-hop all in a row!

hop skip we

Hop, skip, jump, and run.

Hop, Ruth, hop. Skip, May, skip.

Jump, Ned, jump. Run, Will, run.

Hop to Ned, Ruth.

Skip to Will, May.

Jump to me, Will, jump.

TO BE MEMORIZED AND ACTED

Hands up, hands down ;
Hands in, hands out ;
Clap your little hands ;
Turn yourselves about.

jump me

WILL: Let us see Don, Ned.

NED: Come Don, come to me.
Let Will see you.

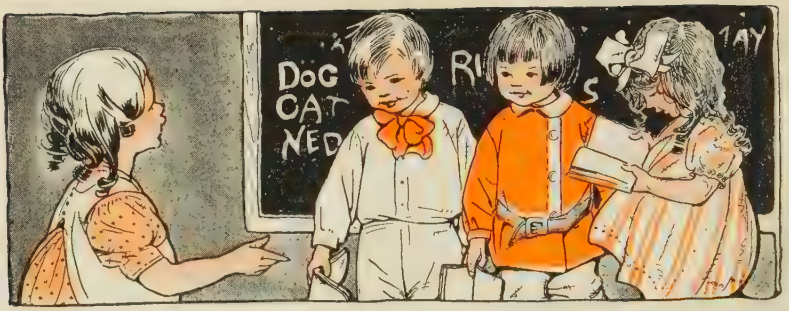
DON: I am Ned's dog. Bow-wow!

MAY: Let me see Kitty.

RUTH: Come Kitty, come Kitty.
Let May see you.

KITTY: I am Ruth's cat. Mew-mew!

you let us



NED: Come! Let us play school!

RUTH: We will read and bow.

MAY: I am the teacher.

WILL: May is the teacher.

MAY: Ned may read.

NED: "I can see Don and Kitty."

MAY: Will may read.

WILL: "Don can run and bark."

MAY: Ruth may read and bow.
Ned and Will may clap.

RUTH: "We read and bow and clap."

(Ruth bows. Ned and Will clap four times.)

school the teacher read

See Ruth's

See May's

May can sing and rock Ruth's dolly.

Ruth can read May's book.

Ruth will read to May.

May will rock Dolly for Ruth.

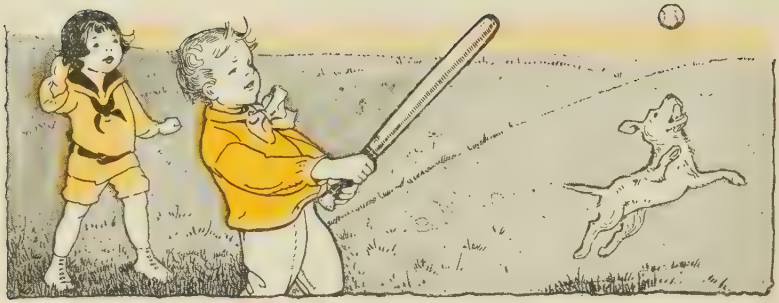
Ruth and May can sing for Dolly.

TO BE MEMORIZED

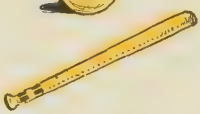
"Rock little Dolly,
Don't let her weep.
Rock little Dolly,
Sing her to sleep."

(See music p. 144.)

dolly for sing book rock



See the Ned.

See the  Will.

Let us play ball.

Can you bat, Will?

Don and I can catch.

Come, Don, come play ball.

Bat the ball to Don, Will.

Run, Don, run, jump, jump.

Catch the ball for me.

Good! good catch, Don, good dog!

ball bat catch good

NED: Come, Ruth; come, May.
Let us play on the grass.

WILL: See the on the grass, Ned?

RUTH: I play I am a bird.
Birds sing and fly.
I will sing for you.

MAY: I am a bird; I can fly.
See me fly, fly, fly.

TO BE MEMORIZED

"Little birdie in the tree,
In the tree,
In the tree.
Little birdie in the tree,
Sing a song to me."

on grass a bird fly

WILL: I am Ned's
See me jump, jump, jump.

RUTH: What a big jump!
What a big rabbit!
Catch it, Ned; catch it.

MAY: See Ned run.
See the rabbit jump.

RUTH: Run, Ned, run, run.
Jump, rabbit, jump, jump.

Jack, be nimble.
Jack, be quick.
Jack, jump over
The candlestick.

what rabbit big it

FIVE LITTLE SNOWBIRDS

This lesson is useful as a number lesson when taught to the children and dramatized.

Choose five children. Let them sit in a room on the floor while other children recite or sing. At the words "One flew away" one child rises, spreads arms, "flies" around the room and to seat. Continue until all are seated.

Five little snowbirds sitting by the door.
One flew away, and then there were four.

Snowbird, snowbird, happy and gay.
Snowbird, snowbird, fly away.
(Repeat after each verse.)

Four little snowbirds sitting in a tree.
One flew away, and then there were three.

Three little snowbirds looking at you.
One flew away and then there were two.

Two little snowbirds sitting in the sun.
One flew away, and then there was one.

One little snowbird sitting all alone.
It flew away and then there was none.

One, two, three, four, five,
I caught a mouse alive ;
Six, seven, eight, nine, ten,
I let her go again.

READ AND DRAMATIZE

Have pupils read each line silently for the thought, then act it for impression. After they go through the entire lesson in this way, have them read aloud and act each line for articulation and expression.

CLASS: See us bow to the teacher.

(Class bows to the teacher.)

MAY: I can read a book.

(Reads "Rock Little Dolly," p. 17.)

RUTH: I can sing for the teacher.

(Sings "Rock Little Dolly.")

WILL: I will run to the teacher.

(Runs quietly to the teacher.)

NED: I can hop to the teacher.

(Hops lightly to the teacher.)

MAY: I will skip to the teacher.

(Skips lightly to the teacher.)

RUTH: I will fly to the teacher.

("Flies" to the teacher.)

CLASS: We run, hop, skip and fly.

(Boys run, then hop; girls skip, then fly.)

Let us go to the park to-day.

Ruth and May will go.

Ruth will take the dolls.

May will take my book.

We will take my ball and bat.

Ruth and May can rock the dolls.

You and I can play ball.

We can catch the for the park.

Let us run for the street-car.

street-car go park take my

WILL: May we play in the park, Ned?

NED: Yes, we may play on the grass.

WILL: Let us play ball in the park.

NED: Good! You bat, I will catch.

WILL: We like to go to the park.

NED: We like to play ball, too.

MAY: Ruth will rock her dolls.
I will read her book.

RUTH: Will the birds sing for us?

MAY: Yes, and we will sing, too.

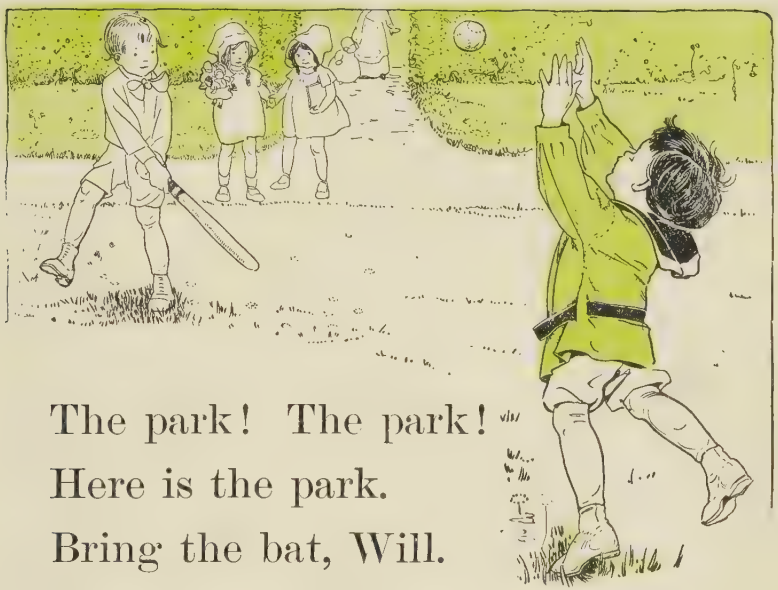
RUTH: The birds will fly and sing.

MAY: The rabbits will run and hop.

RUTH: We can hop, skip, and run
to-day.

Two pretty birdies singing in the park,
One is a chickadee, the other is a lark.

yes her in like too



The park! The park!
Here is the park.
Bring the bat, Will.
I will bring my ball.
You may bat; I like to catch.
Here is a good ball for you.
Good! good for you, Will!
That's a good fly.
See me catch that ball.
I have it! I have it!

here bring that have

O May, see, see!
The swing, the swing!
Come, let us swing.
You take Dolly, Ruth.
I will swing you.
I will swing you high.
Here we go, here we go.
Swing me high.
Swing me low.
Rock-a-by, rock-a-by,
Swing me low; swing me high.
O rock-a-by swing high low

THE SWING

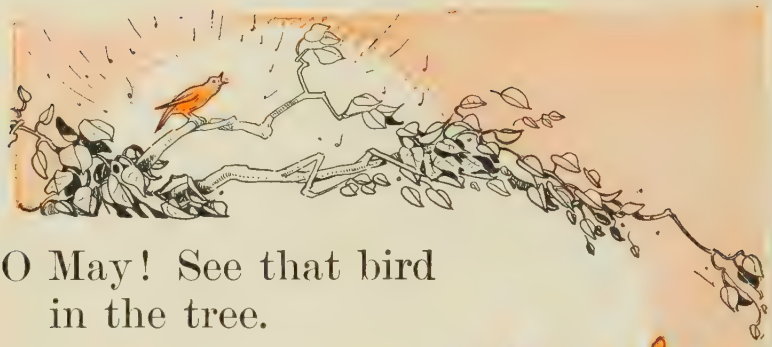
To be read to children and memorized by them.

How do you like to go up in a
swing,
Up in the air so blue?
Oh, I do think it the pleasantest
thing
Ever a child can do!

Up in the air and over the wall,
Till I can see so wide,
Rivers and trees and cattle and all
Over the countryside—

Till I look down on the garden
green,
Down on the roof so brown—
Up in the air I go flying again,
Up in the air and down!

ROBERT LOUIS STEVENSON.



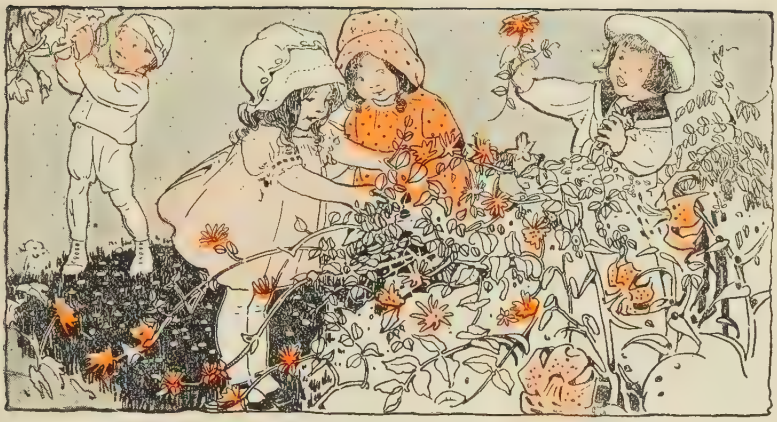
O May! See that bird
in the tree.
Yes, Ruth, that is
a
How pretty he is!
How red he is!
Go for the boys, May.
Come here, boys.
See the pretty redbird.
Here he is, in the tree
Whit-teer! Whit-tee!

TO BE MEMORIZED.

"Fly, little redbird, fly to me.
Sing, pretty redbird, sing in the tree.
Sing to the flowers that nod and bow,
Sing to them sweetly, sing to them now."

(Music, page 144.)

pretty redbird how he boys tree



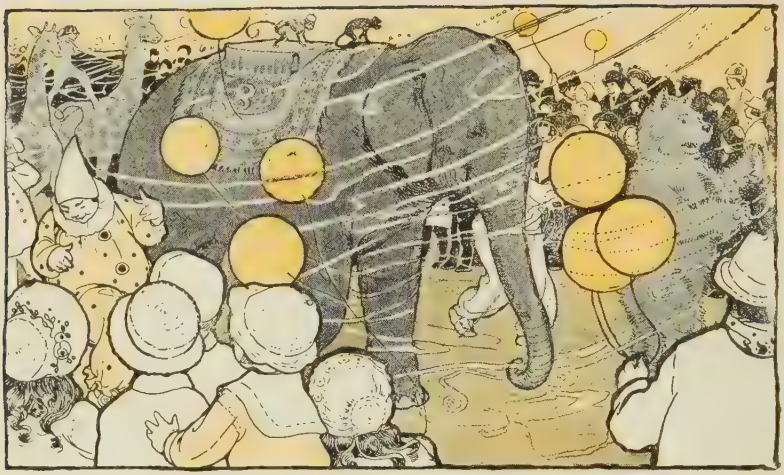
Come, girls, here are pretty

Here are pretty too.

O boys, what pretty flowers!
What pretty leaves!
How red the leaves are, May.
Yes, girls, some leaves are red.
May we have some flowers?
You may have some pretty leaves.

Beautiful leaves and shady bowers ;
Take pretty leaves, but leave sweet flowers.

girls flowers leaves some are



WILL: O Ned! Girls, come quick!

See what is coming.

O do come quick!

The circus is coming.

Here comes the circus.

Let us run to the street.

quick circus do

NED: Here come the

How big they are!

How they do go!

RUTH: Here are the too.

O May, here is a baby bear.

NED: See that coming?

CLOWN: How do you do, boys.

BOYS: How do you do, Mr. Clown.

CLOWN: Come to the circus, boys.

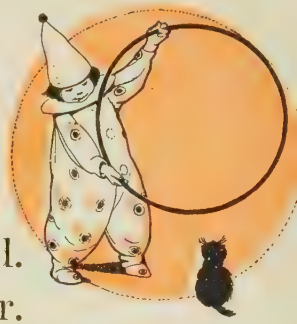
Bring the girls.

BOYS: Yes, they will come, good-by.

they baby bear good-by clown

WILL:

It is fun to play circus.
Who will be clown?
Who will be big father Bear?
Who will be little baby Bear?



NED:

I want to be clown.
Let me be clown.

WILL:

Yes, you be clown, Ned.
Don can be the big bear.
Kitty will be the baby bear.

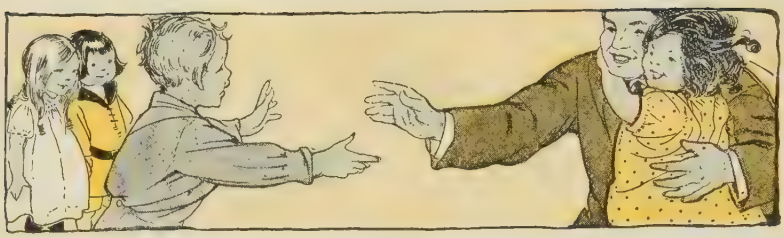
NED;

Come, girls, see us play circus.
I am clown.
Don is big father Bear.
Kitty is baby Bear.
What fun it is to play circus!

father little want who be fun

Here is big father Bear.
Here is big mother Bear.
Here is little baby Bear.
Father Bear says:
"Who has eaten my soup?"
Mother Bear says:
"Who has eaten my soup?"
Baby Bear says:
"Who has eaten my soup? Boo-hoo!
Boo-hoo! I want my soup!
I want my soup!"

mother says soup has eaten boo-hoo



Come, Will, Father is here.
He wants us to go home to-day.
How are my dear children?
Do you want to go home, children?
Mother wants to see you.
Yes, Father, we will go home.
Good-by Ruth, good-by Ned.
What fun we have had!
We have had a good time.
Come to see us.
Yes, we will, sometime.
Good-by, good-by.

children home dear had time

READ AND DRAMATIZE

Have pupils read aloud and act each line, giving special attention to comprehension and expression. The leaves, flowers, and ball are not necessary. The children like to pretend they have them.

RUTH: May, bring me some red leaves.

(May takes red leaves to Ruth.)

WILL: Ned, bat my ball; be quick!

(Ned bats ball.)

NED: Here, Will, catch my ball.

(Toss and catch ball.)

MAY: Ruth, take some flowers to the teacher.

(Ruth takes flowers to the teacher.)

WILL: Ned, sing like a redbird.

NED: "Whit-teer, whit-teer!"

RUTH: Who wants to read and sing?

BOYS AND GIRLS: I do, I do, I, I, I.

Boys read "Fly, Little Redbird," page 28; girls sing same selection; then boys and girls sing it together.

How quiet it is.
Mother is rocking baby to sleep,
Rock-a-by, rock-a-by.
The is high in the sky,
Rock-a-by, rock-a-by.

quiet

sleep sky

The trees are swinging low and high,
Rock-a-by, rock-a-by.
The flowers and leaves are saying
good-by, good-by.

The birds are going to sleep.
They are saying peep, peep.
Ruth and I will go to sleep.
Mother bird loves her baby birds.
Father and Mother love Ruth, baby,
and me.
We love you, Father.
We love Mother and baby, too.
Let us be quiet now, and Father will
tell us a story.

loves story saying peep now tell

FATHER'S STORY
"WHY THE EVERGREEN TREES KEEP THEIR LEAVES IN WINTER.' '

(To be told or read to the children.)

One day, a long, long time ago, it was very cold. Winter was coming, and the birds flew away to the warm South, to wait for spring. But one little bird had a broken wing and could not fly. He looked all around, to see if there were any place where he could keep warm.

"Perhaps the trees will keep me warm through the winter," he said. So he went to the edge of the forest, hopping and fluttering with his broken wing. The first tree he came to was a slim silver birch.

"Beautiful Birch-tree," he said, "will you let me live in your warm branches until springtime comes?" The birch-tree said, "I have to take care of my own leaves through the winter; that is enough for me. Go away."

The little bird hopped and fluttered with his broken wing until he came to a big oak-tree. "O big Oak-tree," said the little bird, "will you let me live in your warm branches until springtime comes?" The oak-tree said, "If you stay in my branches all winter you will be eating my acorns. Go away."

So the little bird hopped and fluttered with his broken wing till he came to the willow-tree by the edge of the brook. "O beautiful Willow-tree," said the little bird, "will you let me live in your warm branches until the springtime comes?" The willow-tree said, "No, indeed, I never speak to strangers. Go away."

The poor little bird did not know where to go; but as he

hopped and fluttered along with his broken wing the spruce-tree saw him and said, "Where are you going, little bird?"

"I do not know," said the bird; "the trees will not let me live with them, and my wing is broken so that I can not fly." "You may live on one of my branches," said the spruce; "here is the warmest one of all." "But may I stay all winter?" said the little bird. "Yes," said the spruce; "I shall like to have you."

The pine-tree stood beside the spruce, and saw the little bird hopping and fluttering with his broken wing. He said, "My branches are not very warm, but I can keep the wind off because I am big and strong."

So the little bird fluttered up into the warm branches of the spruce, and the pine-tree kept the wind off his house. Then the juniper-tree said that she would give the little bird his dinner all winter, from her juniper berries. The little bird was very comfortable in his warm nest sheltered from the wind, with juniper berries to eat.

That night North Wind came to the woods to play. He puffed at the leaves with his icy breath, and every leaf he touched fell to the ground. He wanted to touch every leaf in the forest, and see all the trees bare.

"May I touch every leaf?" he said to his father, the Frost King. "No," said the Frost King, "the trees which were kind to the bird with the broken wing may keep their leaves."

So North Wind had to leave them alone, and the spruce, the pine, and the juniper-tree kept their leaves all winter. And they have done so ever since.

Here we are, Mother, here we are!

How do you do, Mother, dear?

How glad we are to be at home.

We had fun in the city.

We had a ride on the street-car.

We went to the park.

We went to the circus, too.

O, we had a good time in the city.

glad at city ride went

We had a good ride home, too.

Ruth and Ned were glad to see us, Mother, and we were glad to see them.

Now we are glad to be at home, and to see you and Father.

I am glad you had a good time, and I am glad to have my children with me.

It is night now, and time for you to sleep.

In the morning you may tell us what you saw in the city.

It is time to say good night now.

Good night, Father and Mother.

Good night, children.

with were them morning night saw

Good morning, Father and Mother.
We are glad to see you.
We are so glad to be at home.
Good morning, children.
Tell us what you saw in the city.

so

We saw the street-cars there.
We had a ride on a street-car, too.
We saw pretty flowers, red leaves, rabbits, and redbirds in the park.
There we played on the grass and in the leaves.
We saw a redbird singing in a tree.
The rabbits that we saw were hopping on the grass in the park.
We went to the circus, too.
Ruth and Ned were good to us.
We had a good time in the city.
Now we are glad to be at home.
We love you, Father and Mother, and we like to be at home.

there played

O Will, Mother says the sheep are at home now.

Come quick, let us find them.

Here they are, May.

What pretty sheep.

Now I can play Bo-Peep.

I play I can not find my sheep.

I say, O dear! O dear!

I can not find my sheep.

TO BE MEMORIZED

"Little Bo-Peep has lost her sheep
And can't tell where to find them.
Let them alone and they 'll come home,
Bringing their tails behind them."

Bo-Peep sheep find not

Can you see me, May?
I am high up in this apple-tree.
I should like to be up there too.
I do not want you up here with me.
I want you to catch the apples.
Catch them, May. Catch them.
Be quick! Catch this big apple.
I have it, Will. What a big apple!
I like to catch apples for you.

this apple should up

PLANT SONG

(To be read to the children and utilized as a nature lesson.)

" O where do you come from, berries red,
Nuts, apples, and plums, that hang ripe overhead,
Sweet, juicy grapes, with your rich purple hue,
Saying, ' Pick us, and eat us ; we 're growing for you ? '

" O where do you come from, bright flowers and fair,
That please with your colors and fragrance so rare,
Glowing in sunshine, or sparkling with dew ? "
" We are blooming for dear little children like you.

" Our roots are our mouths, taking food from the ground,
Our leaves are our lungs, breathing air all around,
Our sap, like your blood, our veins courses through ;
Don't you think, little children, we 're something like you ?

" Your hearts are the soil, your thoughts are the seeds ;
Your lives may become useful plants or foul weeds ;
If you think but good thoughts, your lives will be true,
For good women and men were once children like you."

O May, see this picture.
Here are Ruth and Ned and baby.
Here are Uncle Joe and Aunt Fay.
Father and Mother and you and I are here, too.
Father and Mother are Ruth's and Ned's Uncle John and Aunt Kate.

picture uncle aunt

Would you like to see Grandma and Grandpa?

Yes; may we go to see them to-day?

They will be glad to see us.

We will tell them of Ruth and Ned.

How do you do, Grandma?

And there is Grandpa, too.

Grandma Grandpa of would

How do you do, children?

We are so glad to see you.

Did you have a good time with Ruth and Ned in the city?

Yes, we did, Grandpa.

Ruth and Ned would like to see you and Grandma.

We should like to see them, too.

We want all of you to be with us on Thanksgiving Day.

O, Grandma, may we all visit you on Thanksgiving?

May we tell Ruth and Ned we are all to visit you?

Yes, May, we want all of you for Thanksgiving.

Thanksgiving did all visit

Give me 22, please.

Is this you, Ruth?

I have something good to tell you.

Grandma says we are all to be with them for Thanksgiving.

O, you must all come.

You must visit us, too.

Good-by Ruth; give my love to baby.

something please give must

Ting-a-ling-a-ling.

Please go to the telephone, Ruth

This is Mr. Brown's.

Yes, this is Ruth.

Something good? O, tell me quick!

O, how nice that will be.

Ned and baby will be so glad.

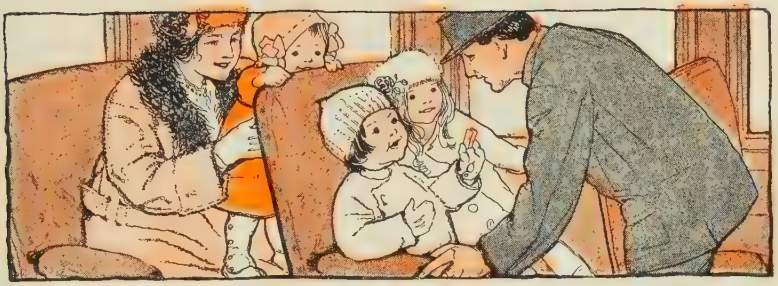
We will come. Good-by.

telephone nice

1. First—Be quiet.
2. Second—Tell a story.
3. Third—Read a story book.
4. Fourth—Sleep like birds.
5. Fifth—Peep at the moon in the sky.
6. Sixth—Go to the telephone.
7. Seventh—Go to the city.
8. Eighth—Catch a street-car.
9. Ninth—Ride on a street-car.
10. Tenth—Come to school.
11. Eleventh—Bring a red apple.
12. Twelfth—Find my sheep.

BLACKBOARD LESSON

January is the first month, February is the second month, March is the third month, April is the fourth month, May is the fifth month, June is the sixth month, July is the seventh month, August is the eighth month, September is the ninth month, October is the tenth month, November is the eleventh month, December is the twelfth month.



Where are you going, children?
We are going to Grandpa's.
Give me your tickets, please.
O, yes, here they are.
Do you like to go to your Grandpa's?
Yes, it is so nice to go to Grandpa's.
They have horses, sheep, cows, a dog,
a kitty, and a pony.
Do you ride the pony?
Yes, we like to ride the pony.
Here are your tickets, good-by.

where tickets horse your pony

Here we are at Grandpa's.
Will and May are here, too.
They have come to meet us.
How do you do, Ned and Ruth?
How do you do, Uncle Joe?
How are you, Aunt Fay?
We are so glad to meet you here.
We are glad to be here, too.

meet

This is Thanksgiving Day, and we are glad that we have a dear grandma and grandpa to visit.

We must thank God to-day for the nice things He gives us.

We thank Him for the cows and horses.

We thank Him for our nice home.

We thank Him for father, mother, and baby.

We thank Him to-day for all the good things He gives us.

We love Thanksgiving Day.

TO BE MEMORIZED

"Our health, our friends, our parents, dear,
To us by God are given.
We have not any blessings here
But what are sent from heaven."

thank God Him

GRANDFATHER'S THANKSGIVING STORY

To be told or read to the children.

A long, long time ago, when the Pilgrims first came to America, they had no houses to live in. There were no stores where they could buy food and clothing.

It was a wild country, and only Indians lived here. The Pilgrims had to kill wild turkeys and deer for food. The men had to carry guns everywhere they went to protect themselves from wild animals and from the Indians, yet some Indians were very kind to them. The first winter the Pilgrims were here it was very cold, and they had but little to eat. They had a hard time, but they were brave and trusted God to help them.

When springtime came some kind Indians showed the Pilgrims how to plant corn. They planted corn, wheat, barley, and peas. When autumn came they had plenty to eat, and nice warm houses to live in. They were so glad they said, "Let us have a holiday. We will all go to church and thank God for His kindness to us."

After the Pilgrims had returned from church the Indians came to visit them. They brought wild turkeys they had killed, and the meat of the deer and other wild animals, and all had a great feast. The Pilgrims called it Thanksgiving Day. That was the first Thanksgiving Day. Now our President sets aside one day each year for thanksgiving to God for the many blessings he gives us.

May we take some of this fruit to Mrs. Day, Mother?

Yes, children, her little boy is sick, and would like some fruit.

Take him some flowers, too.

Good morning, Mrs. Day.

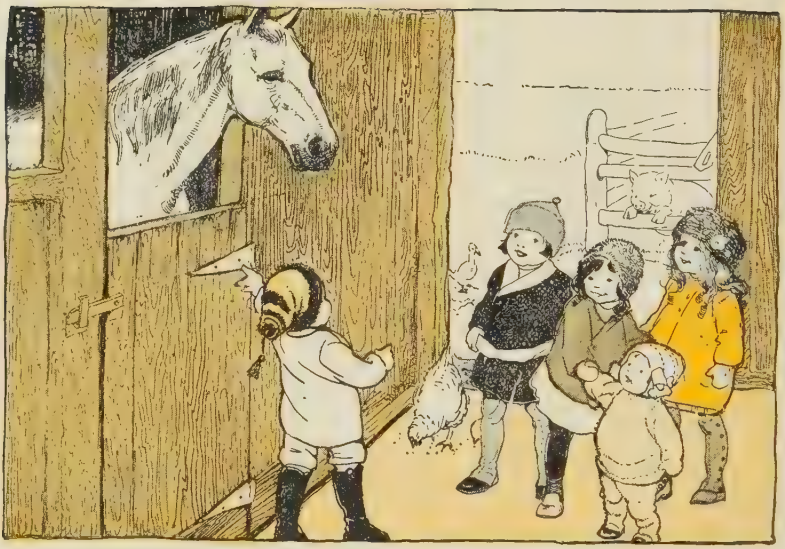
Mother says Roy is sick.

Would he like some fruit?

Thank you, yes, he would.

You are good to bring Roy fruit.

fruit sick



Take us to the barn, Will.

I should like to see the horses and the cows. May we feed them?

No, it is not time to feed the horses.

Come on, let us all go to the barn.

This big horse is old Tom, Ned.

He is my horse.

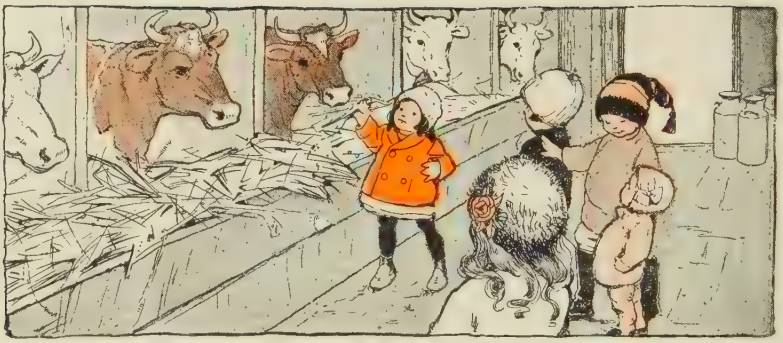
Tom barn feed no old

The little pony is Muffet.
Muffet is May's pony.
Let us all take a ride.
You and I will ride Tom, Ned.
Ruth will ride with May on her pony.
Now, Tom! Now, Muffet!
Away for the tuffet!
Galloping, galloping on!
Ned and Will and Tom,
Muffet and May and I,
Fast as we can fly,
Galloping, galloping on!

TO BE MEMORIZED

Little Miss Muffett
Sat on a tuffet,
Eating of curds and whey.
There came a spider
And sat down beside her,
And frightened Miss Muffet away.

Muffet away tuffet galloping fast



We did not see the cows, Will.
Shall we go to see them now?
Yes, they are in the cow barn.
There is Spot; she is May's cow.
We are glad to see you, Spot.
What a nice old cow Spot is.
I would like to have a cow like Spot.

TO BE MEMORIZED

"The friendly cow, all red and white,
I love with all my heart;
She gives me cream with all her might,
To eat with apple-tart."

shall Spot she

Will, you and Ned drive the sheep to the barn.

May we take the black dog with us?

Yes, take him. He will drive them for you. The black dog is Jack, Ned.

Come Jack, find the sheep.

Drive them to the barn.

See, Ned, see Jack drive the sheep. Good Jack! Good dog!

Run, Jack, run, drive them all to the barn.

Now they are all in the barn.

What a good old dog Jack is.

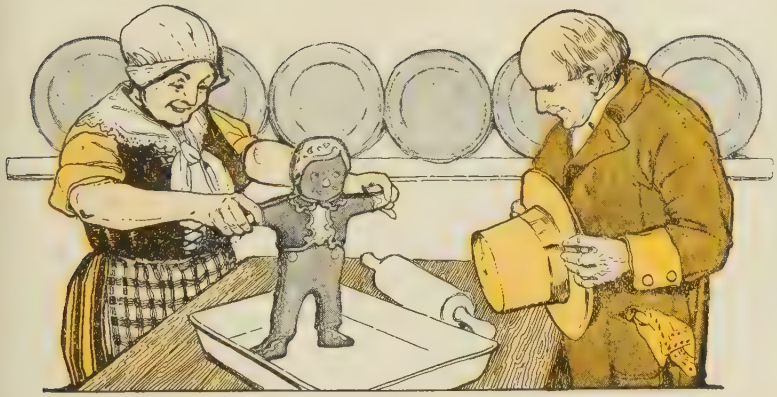
TO BE MEMORIZED

Little Boy Blue, come blow your horn.
The sheep 's in the meadow,
The cow 's in the corn.
Where is the little boy who looks
after the sheep?
He is under the haycock, fast asleep.

drive black Jack

Come, girls and boys.
Let us all sit by the fire.
Mother will tell us a story.
Do tell us a story, Aunt Fay.
What story shall I tell, children?
O, Mother, tell the story of the little old woman, the little old man and the gingerbread boy.

woman gingerbread sit fire man



A little old woman wanted a boy.
A little old man wanted a boy.
The little old woman had a cat.
The little old man had a pig.
They had a big cat and a little pig.
They wanted a good boy.
The little old woman said,
"I will make a gingerbread boy."
So she made a gingerbread boy.

wanted said pig make made

He was not a good boy.

He ran away.

He ran away from home.

He ran away from the little old woman.

He ran away from the little old man.

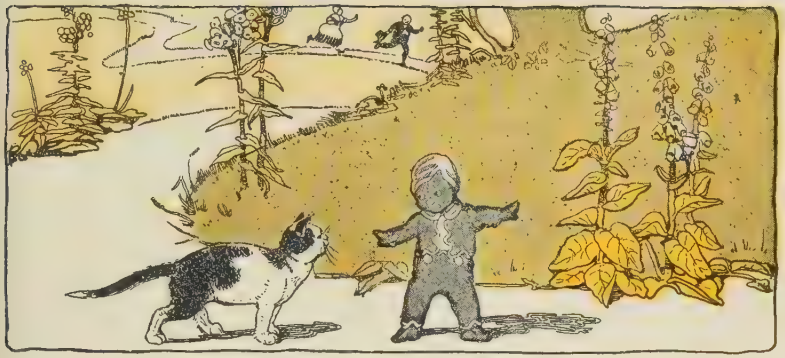
He ran, and he ran, and he ran.

The little old woman ran after him.

The little old man ran after him.

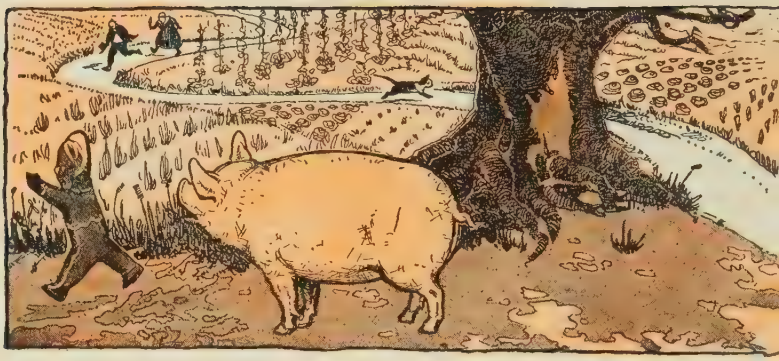
How they did run?

was from after ran

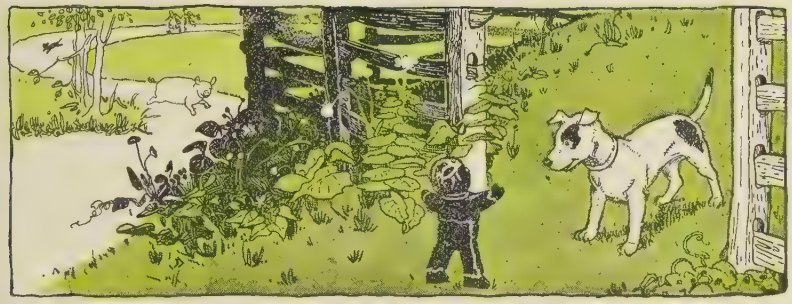


The gingerbread boy met a cat.
He said, "I'm a gingerbread boy, I am.
I'm a gingerbread boy, I am, I am.
I ran away from a little old woman.
I ran away from a little old man.
I can run away from you.
I can, I can, I can."
So he ran. and he ran, and he ran.
The cat ran after him.
How they did run!

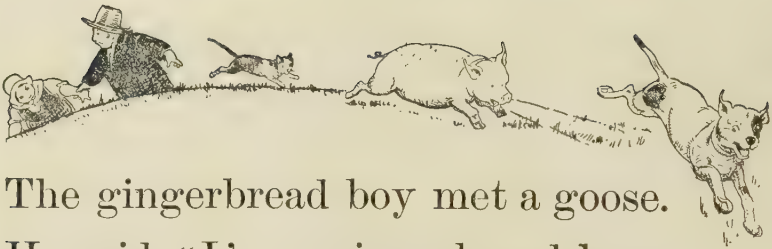
met



The gingerbread boy met a pig.
He said, "I'm a gingerbread boy, I am.
I'm a gingerbread boy, I am, I am.
I ran away from a little old woman.
I ran away from a little old man.
I ran away from a cat.
I can run away from you.
I can, I can, I can."
So he ran, and he ran, and he ran.
The pig ran after him.
How they did run.

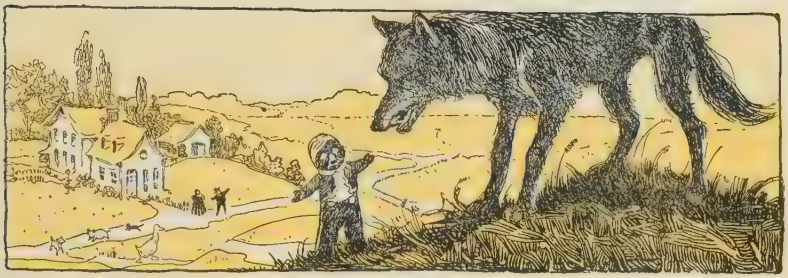


The gingerbread boy met a dog.
He said, "I'm a gingerbread boy, I am.
I'm a gingerbread boy, I am, I am.
I ran away from a little old woman.
I ran away from a little old man.
I ran away from a cat.
I ran away from a pig.
I can run away from you.
I can, I can, I can."
So he ran, and he ran, and he ran.
The dog ran after him.
How they did run!



The gingerbread boy met a goose.
He said, "I'm a gingerbread boy,
I am.
I ran away from a little old
woman.
I ran away from a little
old man.
I ran away from a cat.
I ran away from a pig.
I ran away from a dog.
I can run away from you.
So he ran, and he ran, and he ran.
The goose ran after him.
How they did run.

goose



The gingerbread boy met a wolf.
He said, "I'm a gingerbread boy, I am.
I'm a gingerbread boy, I am, I am.
I ran away from a goose.
I ran away from a dog.
I ran away from a pig.
I ran away from a cat.
I ran away from a little old woman.
I ran away from a little old man.
I can run away from you.
I can, I can, I can."

wolf

The wolf said,

"You can run away from an old woman.
You can run away from an old man.
You can run away from a cat.
You can run away from a pig.
You can run away from a dog.
You can run away from a goose.
But you can't run away from a wolf."

"We will see about that," said the gingerbread boy.

So he ran, and he ran, and he ran.
The wolf ran after him.
How they did run!

about an

The gingerbread boy ran home.
He ran to the little old woman.
He ran to the little old man, and the wolf did not get him.
The gingerbread boy ran away from a wolf.
He ran away from a goose.
He ran away from a dog.
He ran away from a pig.
He ran away from a cat.
He ran home to the little old woman.
He ran home to the little old man.
The wolf did not get him.

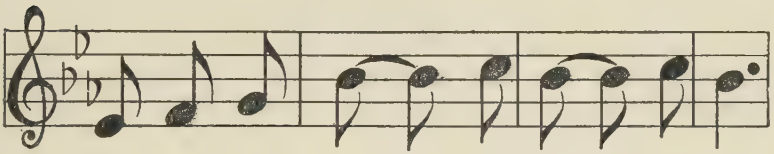
get

There come Roy and Mary Day.
Let us go to meet them.
Good morning, Roy; good morning,
Mary.
We are glad you have come.
Now we can play "Six Little Mice."
Mary, be Kitty. We will be the mice.
Kitty wants to eat the mice.
The mice must not let her in.

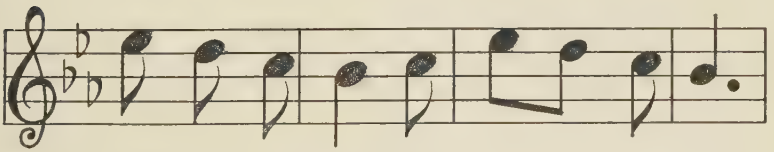
(Six children seated on the floor, surrounded by chairs placed in a circle, go through motions of weaving. The child representing Kitty remains outside the circle and looks through at the six children.)

Six Mice

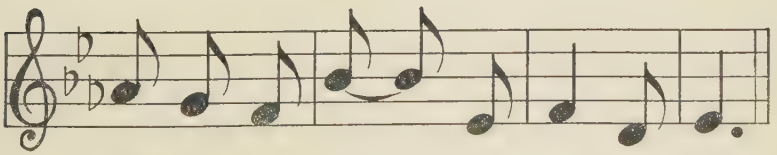
ALL: Six lit - tle mice sat down to spin,
PUSSY: "May I come in and bite off your threads?"



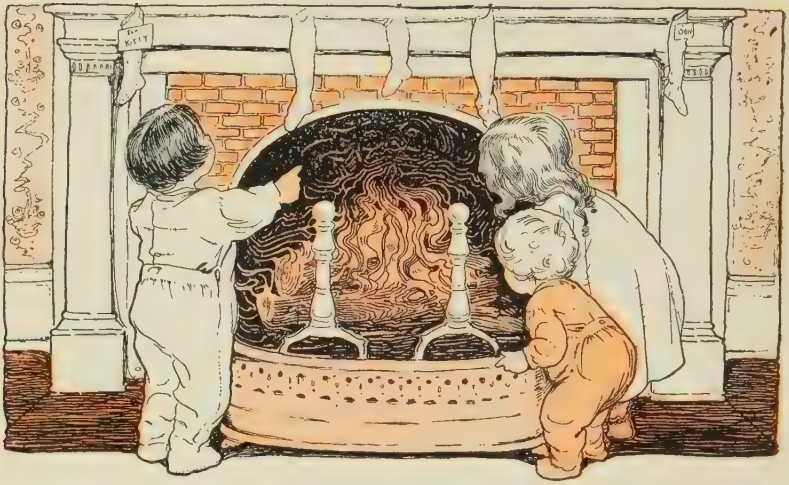
Pus - sy passed by and she peeped in.
MICE: "No, no, Miss Pus - sy, you'll bite off our heads."



PUSSY: "What are you doing, my lit - tle men?"
PUSSY: "O no I'll not, I'll help you spin."



MICE: "Mak-ing good coats for gen - tle - men."
MICE: "That may be so but you can't come in."



Christmas will soon be here, Ned, and
Santa Claus will visit us.
He will visit Will and May, too.
What do you want him to bring you?
I want a ball, a bat, and a new sled.
I want a new doll and a book.
Baby wants a nice red ball.
I am glad Christmas is coming so soon.

Christmas Santa Claus new sled soon

Would you like to help Santa Claus?
Why, how can we help him, Mother?
You can give him some of your toys for children who do not have toys.
Does not Santa Claus visit all children on Christmas, Mother?
No, some children do not have nice things at Christmas time.
We shall be glad to help Santa Claus.
I will give him my ball and bat for some little boy.
Some little girl may have one of my dolls, Mother, and one of my books.
You are good to do so, children.
How nice it is, Ned, that we can help Santa Claus at Christmas time.

does one help why toys

Come, little ones, you must not peep.
Go to sleep, go to sleep.
Santa Claus will be coming soon.
High up in the sky by the beautiful
moon
His reindeer come galloping,
Galloping fast.
O, Mother, there is a beautiful star!
See that beautiful, beautiful star!
Why do we have Christmas, Mother?
Tell us, why do we have Christmas?

beautiful reindeer moon his star

STORY OF THE CHRIST CHILD.

(To be told or read to the children.)

One night, a long time ago, in a far-away country, some shepherds were watching their sheep. Suddenly they saw a bright light shining round about them and they were afraid. An angel came to them and told them not to be afraid,

for he had come to bring them good news that would make all the world glad.

The angel said, "God has sent His only Son into the world as a little baby to show the people how dearly He loves them, and His name shall be called Jesus, Christ the Lord, the Savior of the World."

The angel told the shepherds that they would find the little baby lying in a manger at Bethlehem. Then suddenly there were so many angels that no one could count them, and they were all praising God and singing: "Glory to God in the highest; on earth peace, good will to men." It was very beautiful and very wonderful.

When the angels went away the shepherds went to the stable and found the little child, Jesus, lying in the manger as the angels had said, and they worshiped Him. The next day they told other people about Him and the angels.

Now the same night there were three wise men traveling from the East, and as they were riding on their camels they saw a strange new star and knew that it was a sign from God to tell them that His Son had been born, for God had promised a long time before to send Him into the world sometime.

The star went before the wise men and stood still over the place where the little child, Jesus, was. So they followed it, and when they came to the place they went in and found the baby with His mother, Mary, and they fell down and worshiped the Christ Child and praised God because they were so happy. And the wise men gave the baby Jesus beautiful gifts.

And that was the first Christmas.

O, Father, Mother, come quick!
Santa Claus has been here.
See our Christmas tree.
See all the pretty toys on the tree.
O, here is my new sled.
Here is my new doll, too, and my new book.
And here is baby's pretty red ball.
What a dear old Santa Claus, to bring us so many nice things.

been many our

Come Ruth, come quick!
See how fast it is snowing.
Now we shall have our fun.
Get your fur mittens, Ruth, and your warm coat.
How nice and warm your coat is.
Let it snow. You will not get cold.
We will go to the fire soon.
Now for a ride on my new sled.
Here we go. I will be your horse.
How nice the snow is, Ned.
What a good sled you have.

fur mittens warm snowing coat cold

O, Ned, see the snow man.

Who made him?

I did, Ruth. Come out and see him.

Get your mittens and coat so you will not be cold.

Have you been cold, Ned?

No, I have not been cold.

What a big snow man!

Would you like to sit by the fire, Mr. Snowman?

It is warm by the fire.

Mr. Snowman does not want to sit by the fire.

He likes the cold.

Good-by old, cold Snowman.

out

How cold it is, Ned.
What will May and Will do to-day?
They will go to skate on the ice.
Roy and Mary Day will go with them.
Can you skate, Ned?
Yes, Ruth, I like to skate.
It is fun to skate on the ice.
Will they not get cold on the ice?
No, they will have on their warm coats and their fur mittens.

their skate ice

The big boys will make a fire on the ice, too.

O, that will be fun. How I should like to skate, Ned.

Some day I will teach you to skate.

How can you teach me? There is no ice for skating here.

Some day we shall visit Will and May.

Then I will teach you to skate on the ice.

You are good to me, Ned.

How glad I shall be to skate.

I will take my fur coat with me so I will not get cold.

You will not get cold, Ruth.

One does not get cold skating.

then

O, Ned, see this picture in my book.

That is a picture of the Northland.

Is it cold in the Northland, Ned?

Yes, it is cold all the time.

Eskimos live in the Northland.

They live in houses made of ice and snow.

The white bear lives in the Northland, too.

Northland Eskimos houses live white

The Eskimos make their coats from the fur of the white bear.

How warm their coats must be.

The Eskimos ride on sleds.

They drive dogs and reindeer to their sleds.

The dogs run fast with the sleds.

They like to play on the ice.

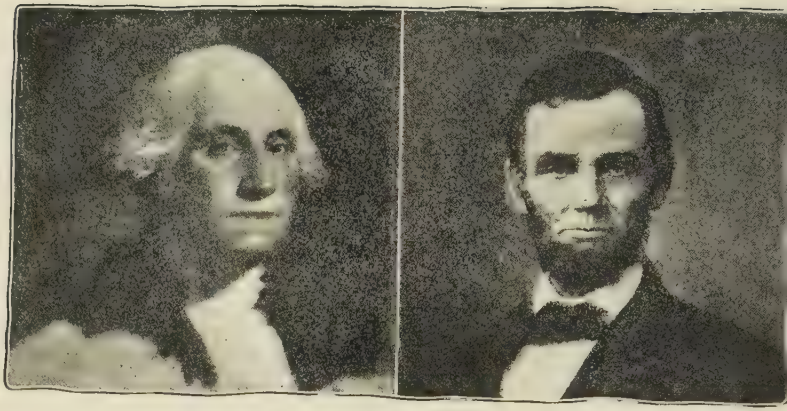
It is so cold in the Northland that they have snow and ice all the time.

How would you like to live in the Northland?

I should like to see the Eskimos in their houses of ice and snow.

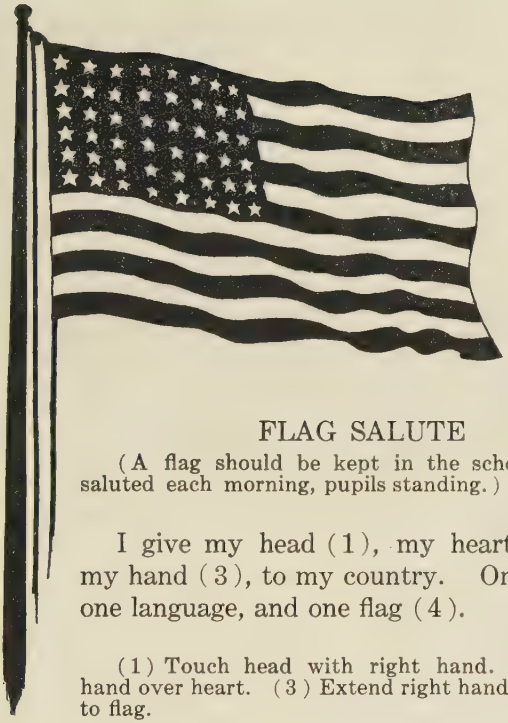
I should like to see the dogs and reindeer too.

But I should not like to live in the Northland. It is too cold.



O Ned, see the flag at the schoolhouse.
Is n't it beautiful?
Why is the flag out to-day?
To-day is Washington's birthday.
The flag was out on Lincoln's birthday, too.
I love our beautiful flag.
Hurrah for our flag!
Hurrah for the Stars and Stripes!

flag Washington birthday Lincoln
Hurrah stripes



FLAG SALUTE

(A flag should be kept in the schoolroom and saluted each morning, pupils standing.)

I give my head (1), my heart (2), and my hand (3), to my country. One country, one language, and one flag (4).

(1) Touch head with right hand. (2) Right hand over heart. (3) Extend right hand. (4) Point to flag.

What are the colors in our flag? What does the red mean? What does the white mean? What does the blue mean? How many stripes are there? How many stripes are red? How many stripes are white? What do the stripes stand for? How many stars in our flag? What do the stars stand for?

White, be pure.
Red, be brave.
Blue, be true.

O Mother, here is a picture of Hiawatha.

You said you were going to tell us about him.

Sit by the fire, children, and I will tell you about Hiawatha.

Hiawatha lived with his grandmother, Nokomis.

Hiawatha Nokomis

They lived in a wigwam.

He saw the flowers, the grass, the trees, the sky, the moon, and the stars.

He said, "What are they, Nokomis?"

And Nokomis told him all about them.

At night he heard the birds in the trees.

"What is that, Nokomis?" he said.

And Nokomis told him about the big birds and the baby birds.

He saw the rabbits playing on the grass.

Hiawatha liked to play with the birds and rabbits, for he loved them.

The birds were Hiawatha's chickens.

wigwam heard chickens told

(To be read to the children.)

By the shores of Gitche Gumee,
By the shining Big-Sea-Water,
Stood the wigwam of Nokomis.

There the wrinkled old Nokomis
Nursed the little Hiawatha,
Rocked him in his linden cradle.

Stilled his fretful wail by saying,
"Hush! The naked bear will hear thee!"
Lulled him into slumber, singing,
"Ewa-yea! my little owlet!"

When he heard the owls at midnight,
Hooting, laughing in the forest,
"What is that," he said, "Nokomis?"
And the good Nokomis answered,

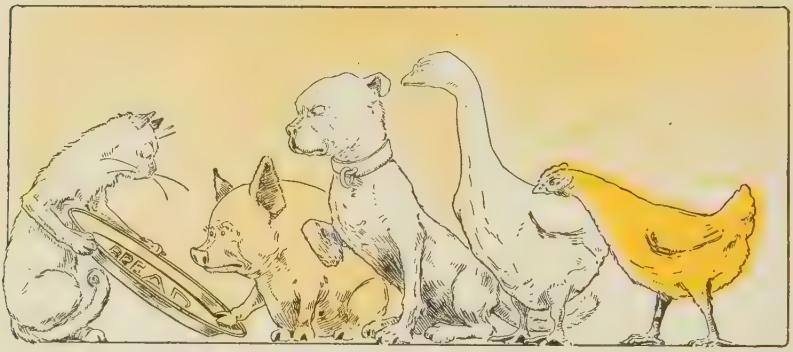
"That is but the owl and owlet,
Talking in their native language,
Talking, scolding at each other."

Then the little Hiawatha
Learned of every bird its language,
Learned their names and all their secrets,
How they built their nests in Summer,
Where they hid themselves in Winter,
Talked with them when e'er he met them,
Called them Hiawatha's chickens.

HENRY W. LONGFELLOW.

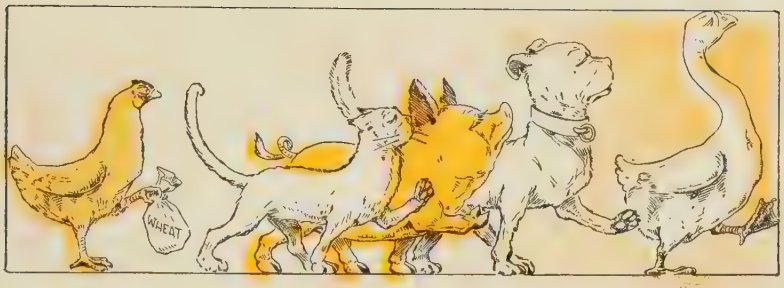
May we let the chickens out, Mother?
Yes, Will, there is no snow and ice now. It does them good to be out.
Come, May, it is warm to-day.
We will let the chickens out.
They have not been out for a long time.
How many there are, Will, and how glad they are to get out.
Shall we feed them, May?
Yes, Will, we will feed them wheat.
I like to see them eat.

long wheat



A long time ago a hen had no bread.
The hen was little.
The hen was red.
So she was Little Red Hen.
A cat had no bread.
A pig had no bread.
A dog had no bread.
A goose had no bread.
The cat, the pig, the dog, the goose, and
Little Red Hen had no bread.

ago hen

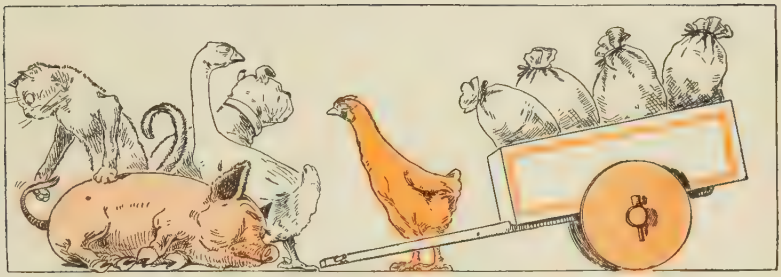


Little Red Hen had some wheat.
She said, "Who will plant this wheat?"
"Not I," said the cat.
"Not I," said the pig.
"Not I," said the dog.
"Not I," said the goose.
"Not I," said the cat, the pig, the dog, and the goose.
"I will, then," said Little Red Hen.
"I will plant this wheat."
So she did.

plant

When the wheat came up it was green.
Then it was yellow.
Little Red Hen said,
"Who will cut this wheat?"
"Not I," said the cat.
"Not I," said the pig.
"Not I," said the dog.
"Not I," said the goose.
"I will, then," said Little Red Hen.
"I will cut this wheat."
So she did, and the wheat was cut.

yellow came when green cut



Then Little Red Hen said,

"Who will take this wheat to the mill?"

"Not I," said the cat.

"Not I," said the pig.

"Not I," said the dog.

"Not I," said the goose.

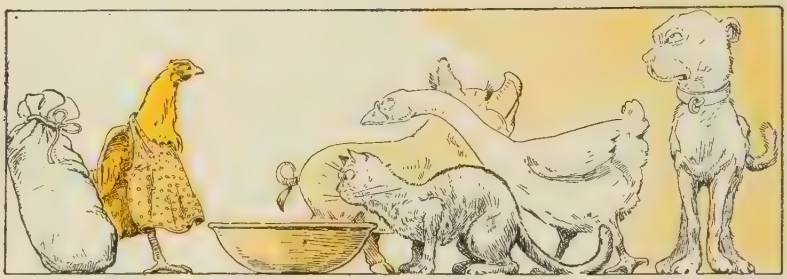
"I will, then," said Little Red Hen.

"I will take this wheat to the mill."

So she did.

The wheat was made into flour, ready to be made into bread.

ready mill flour



The cat, the pig, the dog, and the goose all wanted bread.

Little Red Hen said, "Who will make this flour into bread?"

"Not I," said the cat.

"Not I," said the pig.

"Not I," said the dog.

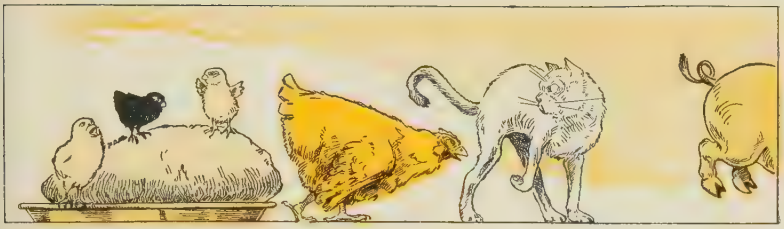
"Not I," said the goose.

"I will, then," said Little Red Hen.

"I will make this flour into bread."

So she did.

The flour was made into bread.



"Now," said Little Red Hen, "who will eat this bread?"

"I will," said the cat.

"I will," said the pig.

"I will," said the dog.

"I will," said the goose.

"You shall not eat this bread," said Little Red Hen.

"I and my little chickens will eat the bread."

So Little Red Hen and all her little chickens had nice bread to eat.

Hurrah! Here is a letter from Aunt Fay.

Please read it quick, Mother.

What does she say?

Your Aunt Fay wants me to let you and Ruth go to visit them.

O, Mother, when does she say we are to go?

When your Uncle Joe comes to the city.

He will be here to-morrow.

O, Ned! Hear what Mother says.

letter to-morrow hear

Ruth and Ned will come to-morrow.
I am so glad to hear that.
What good times we shall have.
We can play so many games.
Roy and Mary Day will come, too.
Shall we have Roy and Mary come
to-morrow?
Yes, we will have them all to-morrow.
We will play postman and I spy.
What fun we shall have playing
games.

postman games spy

Where have you been, Will?
I have been out to the field
with father.
He is plowing to-day.
I like to help him plow.
Please take us out to the field, Will.
We want to see your father plow.
Why, he is driving old Tom!
Good old Tom! Where is Muffet?
Is she in the field?
No, she is in the city to-day.
She is too little for plowing.

field plowing

TO BE DRAMATIZED

CHARACTERS—Postman (Will), Mary, Ned, Ruth, Roy.

Postman with school bag, containing letters, hung from shoulder, and whistle hung around neck, stops in front of each aisle and blows whistle. Child in the back seat of the row runs to the postman and receives a letter; returns to seat, opens and reads the letter aloud.

(Postman blows whistle.)

MARY: I hear the postman!

I shall go and meet him.

Good morning, Mr. Postman.

Have you a letter for me?

POSTMAN: Good morning, Miss Mary.

Yes, here is a letter for you.

MARY: Thank you.

(Returns to seat and reads letter.)

DEAR MARY:

I am at Grandpa's.
There is an old goose here.
She ran away to the field.
I had to drive her home.
Give my love to your Mother.

MAY WHITE.

(Postman blows whistle.)

NED: Good morning, Mr. Postman.
I am glad to meet you.

POSTMAN: Good morning, Ned. I am glad to meet you, too.

NED: Have you a letter for me?

POSTMAN: Yes, one for you and one for your father.

NED: Thank you.

(Returns to seat and reads letter.)

DEAR NED:
I am at home.
I have a new pony.
When you visit me
you may ride on it.
Good-by.
ROY DAY.

(Postman blows whistle.)

RUTH: Good morning, Mr. Postman.

POSTMAN: Good morning, Miss Ruth.

RUTH: Have you something for us?

POSTMAN: Yes, a letter for you.

RUTH: How nice, thank you.

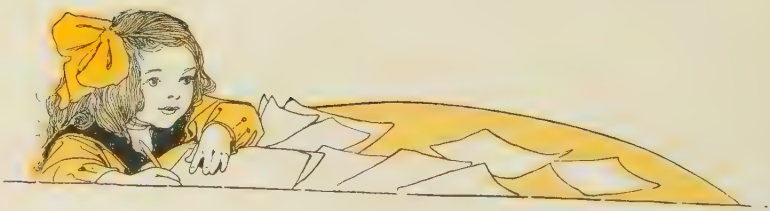
(Returns to seat and reads letter.)

DEAR RUTH:

I want you to come and visit me.
I have a beautiful new doll.
It is as big as our baby.
Please come soon.

My love to you.

MARY DAY.



(Postman blows whistle.)

RUTH: You meet the postman, Roy.

ROY: How do you do, Mr. Postman.

POSTMAN: How do you do, Roy.

ROY: Is that a letter for me?

POSTMAN: Yes, a nice big letter.

ROY: Thank you. I am glad to hear that.

(Returns to seat and reads letter.)

DEAR ROY:

I was glad to get your letter.
I am going to see Grandpa soon.
When I am there I will visit you.
I want to see your new pony.
Good-by.

NED BROWN.

Come on, boys. Let us play a game of marbles.

Do you like to play marbles, Ned?

Yes, I do. See how many I have with me to-day.

O, boys! See how many marbles Ned has. See that big black one.

Some of the marbles are red, some white, some black and some green.

Come, you may all play with my marbles.

marbles

WILL: Spy, spy! Who can play spy?
All who can, now say I.

ALL: I, I, I, I can play spy.

ROY: Some hide low, some hide high;
Let's find who's "it" when we play spy.
A bird and a bee up in a tree,
The cold wind blows and out she goes.
You are out, Ruth.

hide bee wind blows goes

A bird and a bee up in a tree,
The cold wind blows and out she goes.
You are out, May.

A bird and a bee up in a tree,
The cold wind blows and out he goes.
You are out, Will.

A bird and a bee up in a tree,
The cold wind blows and out she goes.
You are out, Mary.

A bird and a bee up in a tree,
The cold wind blows and out he goes.
Now I am out.

But one spy left and I will quit.
But one spy left and you are "it."
Ned is "it."

quit but left

Roy (hiding eyes):

Hippity hop, fly away.
Hide you quick, hide to stay.

Jack, be nimble,
Jack, be quick.
Jack, jump over
The candlestick.

Little Bo-Peep has lost her sheep,
And I know how to find them.
Let them alone, they'll come home,
When I go out to find them.

Ready or not
You'll now be caught.

caught stay

WILL: Not ready; not ready.

RUTH: I'm not ready.

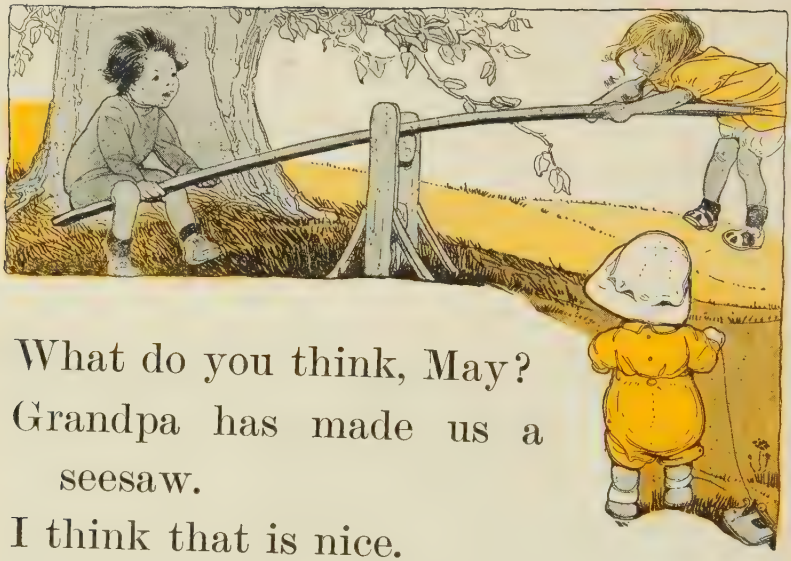
NED: I'm not ready.

(Hiding eyes again.)

ROY: Little Boy Blue, come blow your horn,
The sheep's in the meadow, the cow's in the corn.
Where is the boy that looks after the sheep?
He's under the haycock, fast asleep.
Ready or not,
You'll now be caught.
Ready or not, ready or not,
Ready or not,
You'll now be caught.

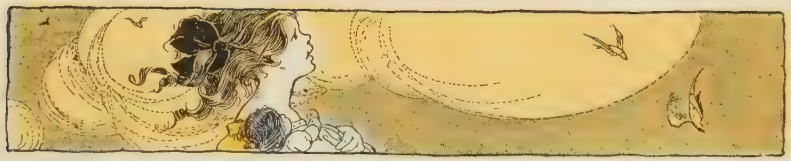
I spy Will under the tree.
I spy Ruth by the house.
I spy Mary, I spy Ned.
Where is May?
MAY: Home, home.
One, two, three, for me.

under two three



What do you think, May?
Grandpa has made us a
seesaw.
I think that is nice.
Where is the seesaw?
Under the big apple tree.
Ruth and Ned are on the seesaw now.
See how high they go.
Seesaw, up goes Ruth.
Seesaw, away up high.
Seesaw, up goes Ned.
Seesaw, high as the sky.

think seesaw



Mother, I heard the wind to-day.
It went woo-woo, woo-woo!
It said, "I'm after you, I'm after you."
It said, "I'm after you."

I looked about and up in the sky.
I heard him going, going by.
But we did not find him, Dolly and I.
Please tell me why.

He swings the trees now low, now high.
But I can not catch him going by.
I think he must live away up in the sky,
Away up in the sky.

woo-woo looked

Where are you going,
Ned?
We are going to fly our
kites in the field.
How many kites have you?
I have one, Roy has one, Will has one.
May we see you fly your kites?
Yes, come with us to the field.
See them fly up in the sky.
Let the wind come take them high.
How would you like to be a kite,
And fly away up out of sight?

kites sight

A little boy had a big goat.
The big goat ran away.
He went to the park to eat grass.
The little boy tried to make the goat go out of the park.
The goat would not go.
The little boy tried and tried, but he could not make the goat go.
So the little boy sat down under a tree and cried and cried.

tried goat down sat cried

Along came a rabbit.

Hippity-hop he came.

Why are you crying, little boy?

I am crying because I can't drive my goat out of the park.

"Don't cry," said the rabbit. "I'll drive your goat out of the park."

So the rabbit went hippity-hop, as fast as he could, after the goat, but the goat would not go.

Then the rabbit sat down by the boy and cried and cried.

hippity-hop because crying

Along came a wolf.

Creepity-creep, he came.

"Why are you crying, little rabbit?" said the wolf.

"I am crying because the boy is crying; the boy is crying because he can't drive his goat out of the park," said the rabbit.

"Tut, tut, don't cry; I'll drive the goat out of the park."

creepity-creep tut

So the wolf ran after the goat as fast as he could, but the goat would not go.

Then the wolf sat down by the rabbit and cried and cried.

Along came a big bear.

Humpity hump he came.

"Why are you crying, Brother Wolf?"

"I am crying because the rabbit is crying."

Humpity hump brother

"The rabbit is crying because the boy is crying; the boy is crying because he can't drive his goat out of the park."

"Woof-woof! don't cry; I'll help you; I'll drive that goat out of the park."

So the bear ran after the goat, but the goat would not go.

Then the bear sat down by Brother Wolf and cried and cried.

Along came a bee.

woof-woof

Buzz-buzzing, he came.

"Why are you crying, big bear?" said the bee. "I am crying because Brother Wolf is crying.

"Brother Wolf is crying because the rabbit is crying.

"The rabbit is crying because the boy is crying.

"The boy is crying because he can't drive his goat out of the park."

"Buzz-buzz-z-z-z-zz. Don't cry; I'll drive that goat out of the park."

"You drive the goat out of the park! Ha-ha!" said the bear.

"Ha-ha! A little thing like you drive the goat!" said the wolf.

buzz ha-ha

"Ha, ha! You must think you are big," said the rabbit.

"So you think you can do what we can not do! Ha, ha, ha!" said the boy.

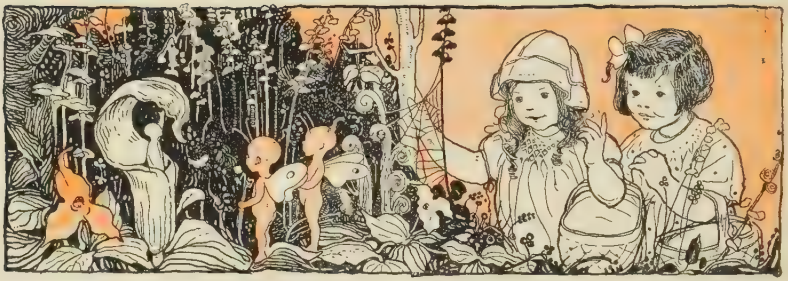
"Look at me and see what I can do," said the bee.

Then he flew to the goat and said, "Buzz-z-z-z, buzz-z-z-z-z-zz."

The goat made one big jump and then ran out of the park so fast that he was soon out of sight.

Then the boy said, "How could a little bee do what we could not do?"

flew could



Mother, the girls are going to the woods to-morrow.

They are going to play games in the woods.

Please, may we go?

Yes, dear, you and Ruth may go with them.

I will have nice clean dresses ready for you.

Thank you. That will be good of you, Mother.

woods clean dresses

O dear, hear it rain! Now we can not go to the woods.

Why does it have to rain, Mother?

If it did not rain we would not have the beautiful flowers and the green grass.

Go and get your clean dresses on, girls.

Why should we get our clean dresses?

We can not go to the woods in the rain.

You may telephone the boys and girls to come to our house.

Why are they to come to our house?

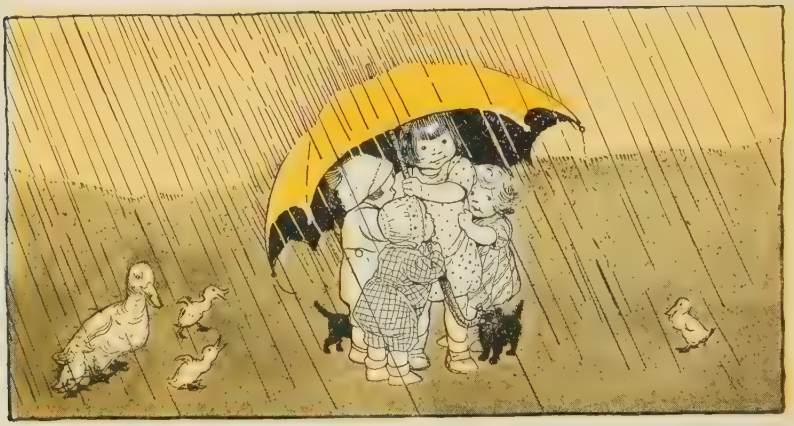
We can not play our games in the house.

You can play quiet games.

I think that will be fun.

Let it rain if it wants to.

if



THE RAIN.

(To be memorized.)

Pitter patter falls the merry rain,
Pitter patter taps at every pane.
Pitter patter down the leafy lane,
So lightly the rain is dancing.

Pitter patter still the raindrops run,
Pitter patter till their work is done.
Scamper now, for yonder comes the sun,
With many a sunbeam glancing.

Pitter patter scamper little feet.
Pitter patter on the rainy street.
Little children bow to those they meet,
With smiles entrancing.

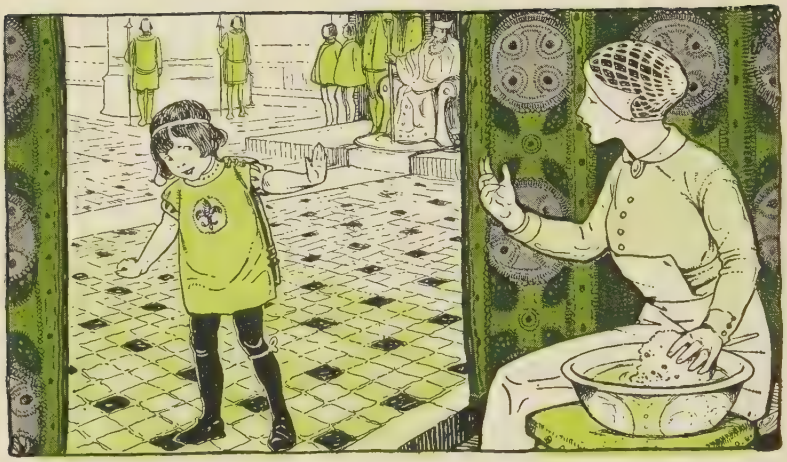
THE DIRTY PRINCE

(To be read to the children.)

There was once a Prince who would not have his face washed. The nurse went to his father and said, "King, the Prince will not have his face washed."

"Let it go unwashed," said the King. Then he called his guards to him and said, "Do not salute the Prince to-day, for he has a dirty face." Soon the Prince said to the nurse, "Let us take a walk." When he walked by the guards, they did not salute him. The Prince was very angry. He went to his father and said, "Father, the guards did not salute me to-day. I want you to punish them."

The King said, "Clean men do not salute dirty Princes." Then the Prince said, "I will take a bath every day after this, Father."



TO BE DRAMATIZED

CHARACTERS—The King; the Prince: the Nurse; the King's men.

(The King sits on a chair with a crown on his head and a stick in his hand. Men are stationed about the room. The Nurse is in one corner with a towel and bowl of water. The Prince is busy playing.)

NURSE: "Come, Prince, and have your face washed."

PRINCE: "I'll not do it. I'll not have my face washed."

(Nurse goes to King.)

Prince washed face

NURSE: "King, the Prince will not have his face washed."

KING: "Let it go unwashed."

(King taps on floor. King's men march and stand at attention before the King and salute him.)

KING: "Do not bow to the Prince to-day. He has not a clean face."

(Guards salute and return to places.)

PRINCE: "Come, Nurse, let us go to the park."

(Prince with nurse walks past King's men. They do not bow. Prince scowls and goes to King.)

PRINCE: "Father, your men did not bow to me to-day."

KING: "Clean men bow to clean Princes."

(Prince goes away and thinks awhile, then returns to father.)

PRINCE: "Father, I will be good after this and wash my face."

unwashed nurse King men

THE BOY AND THE WOLF.

A boy went to herd sheep in a field by the woods.

Men were plowing in the field.

They saw a wolf in the woods.

A wolf likes to eat lambs.

Many lambs were in the herd with the old sheep.

The men did not want the wolf to get the lambs; so they told the boy to call them if he should see the wolf coming.

The wolf did not come, but the boy called out, "The wolf! The wolf! The wolf is coming."

herd lambs call

The men quit plowing and ran to the lambs, but did not see the wolf.

Then the boy laughed and said he had called them for fun.

He said he wanted to see how fast they could run.

The men said it may be fun for this boy to see men run, but it is no fun for us.

One morning the wolf did come.

The boy called out, "Wolf! Wolf! The wolf is coming. The wolf will eat all the lambs."

The men said they would not leave their plows and run again to make fun for that boy.

laughed again

All the lambs in the herd ran to the old sheep.

The old sheep would not let the wolf get them.

Then the wolf ran after the boy.

The boy ran to the men.

The wolf did not catch him.

The men said it was fun to see the boy run from the wolf.

They were glad the old sheep did not let the wolf get the lambs.

GOOD-BY

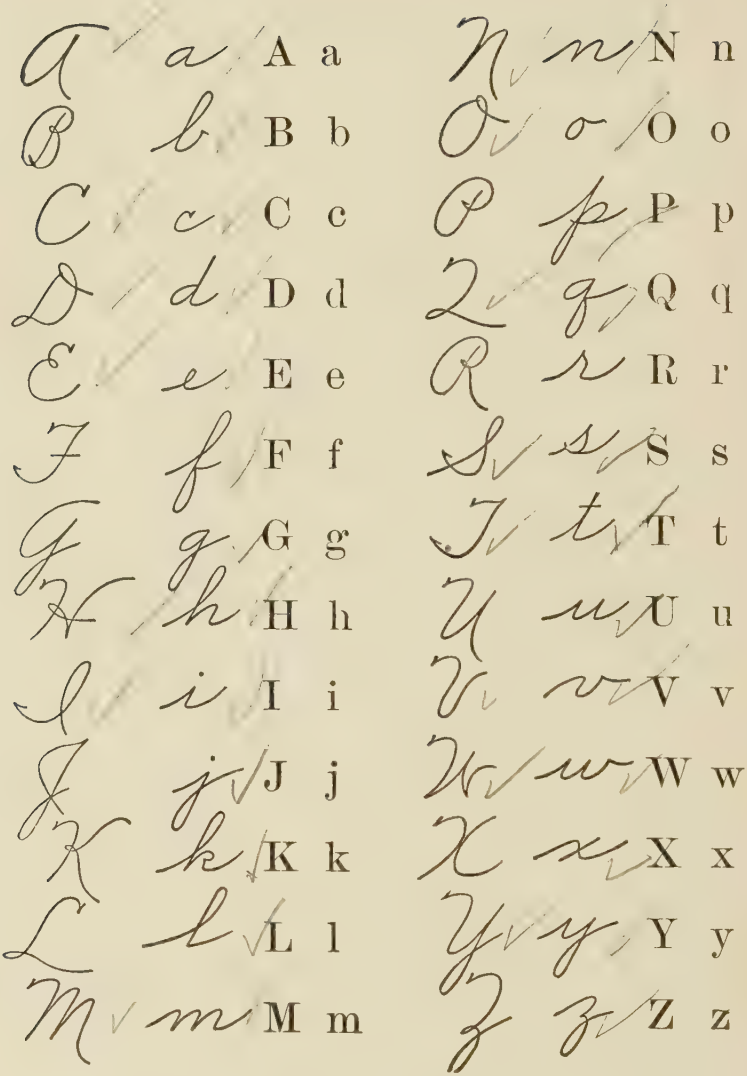
Good-by, little girls and boys,
Dear little boys and girls,
Each little boy with his toys,
Each little girl with her curls.

We 've been happy together,
Going to school every day,
No matter what the weather,
Every one learning the way.

Learning the way to be useful,
Learning the way to play,
Learning the way to be truthful,
Brave and kind — so I say:

Good-by, little girls and boys,
Dear little children gay,
Each with your curls and toys,
Good-by till another day.

THE AUTHOR.


A a
B b
C c
D d
E e
F f
G g
H h
I i
J j
K k
L l
M m
N n
O o
P p
Q q
R r
S s
T t
U u
V v
W w
X x
Y y
Z z

SUGGESTIONS TO TEACHERS

The Primer is designed, primarily, for use in teaching beginners to read. The Phonetic System provided is simply a means to that end. Language work suggested and information lessons provided are merely incidental. Mere word calling is not reading. It is necessary that the pupil get the thought before he can express it. He must get the thought of the entire sentence before he attempts to say a part of it, then he can give that thought to those who hear. If he gets the thought and holds it in mind while he reads the expression will be good. There can not be oral *reading* without expression. There can not be expression without thought. The thought is the main thing. The thought should lead.

Every one expecting to teach this book should first read it through to catch its spirit and to become familiar with its method and vocabulary.

The child's use of the book should be anticipated by blackboard lessons and by the introduction of pictures and objects to establish the connection between the word and the idea suggested by the word. The children should be taught to recognize the characters in the book and their names, in connection with the pictures, before beginning to read the book. The names of the most important characters are not listed in the vocabulary.

The first action words used in the book are such that the actions can readily be performed in the school room. The children should clap, bow, run and jump as these words are taught to them, in order to establish the connection between the word and the idea suggested by it, just as the object or picture should be introduced when the word which stands for the object or picture is introduced.

Action lessons predominate in the first part of the book and continue through to the end, and the children should be given freedom in the expression of the activities suggested. The child is active at home and in play with his fellows, and too great repression and restraint in the school room causes discouragement and loss of interest. Moreover, the association of the idea with the act is as strong as the association of the idea with the visual or auditory image, and the child acquires skill by action.

All dramatized lessons should be taken up at first as ordinary reading lessons and treated as such until all new words are mastered and the children thoroughly understand the lesson and can read the various parts with expression. The children should be allowed to choose the individuals to take the various parts in the dramatizations, and should be encouraged to make suggestions as to how the dramatization should be carried out. This will cause them to enter into the spirit of the action with a zest and understanding that will insure the right interpretation and expression. It is important that the work in dramatization be done, and in small schools where there are fewer persons in the class than there are parts in the dramatized lessons the teacher may take a part, or pupils in the first or second reader classes may take parts. A large majority of the lessons in the book may be dramatized simply by having the children select parts under the guidance of the teacher.

The three cumulative tales, the Gingerbread Boy, the Little Red Hen, the Boy and the Goat, and the story of the Boy and the Wolf offer fine opportunities for dramatization by adaptation by the teacher. The lessons on pages 46 and 47 providing the telephone conversation will need to be read together. This will require some previous study by the teacher for separation into parts. The characters are Will and Ruth and Ruth's mother.

The rhymes and songs and poems should be memorized by

the pupils. Many new words are introduced in the lessons after having been used in the rhymes, and will be more easily mastered because the child has already met with them in the rhymes.

The children should be required to tell the stories to be read to the pupils, such as those found on pages 38, 56, 77. The story of the Gingerbread Boy, the Little Red Hen, the Boy and the Goat, and the Boy and the Wolf, should be used in the same way. The pictures, likewise, will furnish opportunity for conversation and story telling by the pupils.

SUGGESTIONS FOR PHONETIC WORK.

The use of a phonetic system is strongly urged upon teachers, because only through the use of a phonetic system can the child be made independent in word getting. However, while the words in this book are divided into sight words and phonetic words, all are set out in the body of the text so that they may be taught to the child by any method the teacher may choose.

The best results will be secured in teaching this book if during the first three or four weeks of school the reading work be presented in the form of lessons written on the blackboard, using the words of the vocabulary of the book. These should all be sight-word lessons, but the teacher need not hesitate to use words that are set out as phonetic words in the early part of the book as sight words in these lessons. During this time drill in phonetic work may be given, using the consonant sounds and the phonograms of the phonetic words in the earlier pages of the book. This drill should consist largely in training the ear to recognize sounds, and the vocal organs to produce those sounds. Later the child should be trained in the recognition of sound symbols and in blending sounds into words. Phonetic drills should be given at a separate time from the reading lesson. Two short drills a day are better than one long one.

During this preliminary work the consonant sounds and the phonograms should be taught to the child in connection with the lesson as indicated on page 138, even though the words in which they are found are taught as sight words. After the book has been in the hands of the child for a short time the phonetic words may be taught as such. As each new sound symbol is introduced it should be placed, with those already taught, on the blackboard for frequent drill in recognition by sight. These blackboard lists should be erased and rewritten

in different order frequently, so that the child will not recognize the symbols merely because of their position on the board. Instant recognition of sight words and phonograms should be insisted upon. So far as possible the teaching of phonetic words by the blending of sounds should be done before their introduction in the lesson.

Some teachers may wish to teach some of the phonetic words by sight, others will teach many of the words listed as sight words by the phonetic method. In some cases it may be found advantageous to supplement the words in some of the groups or families by other words of the same group or family already within the child's vocabulary, but not used in this book. These supplementary words may be used in sentences which the teacher may place on the blackboard.

The method of approach to new words, whether they be sight words or phonetic words, is to have the child discover the old in the new. After the child has learned to recognize *c-at* he will readily learn *at, th-at,* and other words of the same group. The teacher must avoid the mere teaching of sounds. What the child must learn is to recognize words without the help of the teacher, and the recognition of sounds is valueless unless the child is able to recognize words through the blending of these sounds.

Where words are set out at the bottom of the page throughout the book, those on the left are sight words and those on the right phonetic words.

CONSONANT SOUNDS AND PHONOGRAMS

Page 5. e, ă, t, ăt, ĭ, ṣ.
6. l, p, ow, b.
7. ä, r, är, k, n, ăn, d.
8. m.
9. ŭ.
10. ā, āy.
11. ē, s.
12. o͞o, w.
13. ŏ, h.
15. ĕ, ĕt.
17. o͝o, ĭng.
18. ạ, ạll, ch, ḡ.
19. ȳ, f.
20. ĭt.
23. ō.
24. ī.
25. th, v.
26. ōw.
28. oy.
30. o̤.
40. ç, y̆, ĕn.
44. sh.
61. J, (j).
75. wh.
79. ou, (ow)

PHONETIC WORDS ARRANGED IN GROUPS

Short a Group.

c-ăt (5)
b-ăt (18)
c-ăt-ch (18)
th-ăt (25)
ăt (40)
s-ăt (115)
ăn-d (7)
c-ăn (9)
m-ăn (62)
r-ăn (64)
ăn (70)
h-ă-d (34)
ḡl-ă-d (40)
bl-ă-*ck* (61)
J-ă-*ck* (61)
ă-m (8)
l-ă-m*b* (128)
cl-ă-p (6)
h-ă-v*e* (25)
h-ă-ş (33)

Short i Group.

ĭ-ş (5)
h-ĭ-ş (77)
s-ĭng (17)
br-ĭng (25)
sw-ĭng (26)
k-ĭng (127)
b-ĭ-ḡ (20)
p-ĭ-ḡ (63)
ĭt (20)
ç-ĭt-ў (40)
s-ĭt (62)

Short i Group.

v-ĭş-ĭt (49)
ĭ-n (24)
w-ĭ-nd (107)
ḡ-ĭ-v*e* (50)
l-ĭ-v*e* (84)
m-ĭ-l*l* (95)
s-ĭ-*ck* (57)
H-ĭ-m (55)
sk-ĭ-p (13)
d-ĭ-d (49)
ĭ-f (123)

The ow Group.

b-ow (6)
h-ow (28)
n-ow (37)
cl-ow-n (31)
d-ow-n (115)
pl-ow-ĭng (100)
ou-r (79)
ou-t (81)
fl-ou-r (95)

Long oo Group.

t-o͞o (24)
b-o͞o-h-o͞o (33)
ḡ-o͞o-s*e* (68)
s-o͞o-n (74)
m-o͞o-n (77)
w-o͞o (113)
w-o͞o-f (119)
d-o̱ (30)
*w*h-o̱ (32)

Long a Group.
pl-ā-*y* (10)
s-ā*y*-ĭng (37)
pl-ā*y*ed (43)
st-ā*y* (109)
t-ā-k*e* (23)
m-ā-k*e* (63)
m-ā-d*e* (63)
e-ā-m*e* (94)
ḡ-ā-m*e* (99)
sk-ā-t*e* (82)
f-ā-ç*e* (126)
The ar Group.
b-är-k (7)
p-är-k (23)
är*e* (29)
st-är (77)
b-är-n (58)
Short u Group
r-ŭ-n (9)
f-ŭ-n (32)
ŭ-s (15)
m-ŭ-st (50)
e-ŭ-t (94)
b-ŭ-t (108)
t-ŭ-t (117)
ŭ-p (45)
Long e Group.
s-ē*e* (11)
tr-ē*e* (28)
b-ē*e* (107)
sl-ē*e*-p (36)
p-ē*e*-p (37)
sh-ē*e*-p (44)

Long e Group.
m-ē*e*-t (54)
f-ē*e*-d (58)
gr-ē*e*-n (94)
w-ē (13)
m-ē (14)
h-ē (28)
b-ē (32)
sh-ē (60)
ē*a*t-*e*n (33)
wh-ē*a*t (91)
d-ē*a*r (34)
h-ẹ̄*a*r (98)
r-ē*a*d (16)
cl-ē*a*n (122)
Short e Group.
l-ĕt (15)
m-ĕt (65)
ḡ-ĕt (71)
w-ĕn-t (40)
th-ĕn (83)
h-ĕn (92)
wh-ĕn (94)
m-ĕn (127)
t-ĕ-*ll* (37)
h-ĕ-lp (75)
sl-ĕ-d (74)
l-ĕ-ft (108)
dr-ĕ*ss*-ẹ̆ (122)
Short oo Group.
b-o͝o-k (17)
l-o͝o-k*e*d (113)
go͝o-d (18)
w-o͝o-dẹ̣ (122)

Broad a Group.
b-ą*ll* (18)
ą*ll* (49)
e-ą*ll* (128)
s-ą*w* (41)
Long i Group
fl-ȳ (19)
m-ȳ (23)
sk-ȳ (36)
wh-ȳ (75)
sp-ȳ (99)
er-ȳ-ĭng (116)
r-īd*e* (40)
h-īd*e* (107)
n-ī*gh*t (41)
s-ī*gh*t (114)
n-īç*e* (51)
M-īç*e* (72)
īç*e* (82)
wh-īt*e* (84)
k-īt*e* (114)
tr-īed (115)
er-īed (115)
l-īk*e* (24)
h-ī*gh* (26)
t-ī-m*e* (34)
f-ī-nd (44)

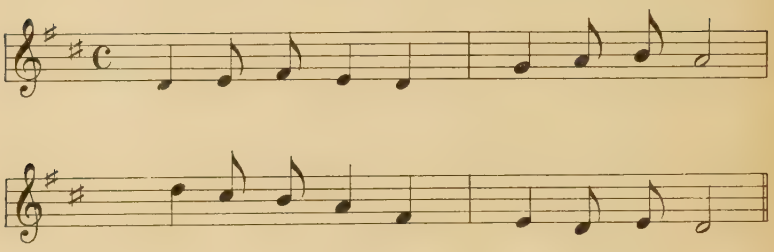
Long i Group.
dr-ī-v*e* (61)
f-ī-r*e* (62)
Long o Group.
ḡ-ō (23)
s-ō (42)
n-ō (58)
ō-ld (58)
e-ō-ld (80)
t-ō-ld (89)
e-ō*a*t (80)
ḡ-ō*a*t (115)
l-ō*w* (26)
sn-ō*w*-ĭng (80)
bl-ō*w*-ş (107)
h-ō-m*e* (34)
p-ō-n-ў (53)
ḡ-ō*e*ş (107)
Short o Group.
h-ŏ-p (13)
rŏ-*ck* (17)
n-ŏ-t (44)
Sp-ŏ-t (60)
The oy Group.
b-oy-ş (28)
t-oy-ş (75)

SIGHT WORDS

dog (5)
mew (7)
I (8)
come (10)
to-day (10)
bow-wow (12)
moo-cow (12)
jump (14)
you (15)
school (16)
the (16)
teacher (16)
dolly (17)
for (17)
a (19)
grass (19)
on (19)
bird (19)
rabbit (20)
what (20)
street-car (23)
yes (24)
her (24)
here (25)
O (26)
rock-a-by (26)
pretty (28)
redbird (28)
girls (29)
leaves (29)
flowers (29)
some (29)
circus (30)
quick (30)
they (31)
baby (31)
bear (31)
good-by (31)
father (32)
want (32)
little (32)
mother (33)
says (33)
soup (33)
children (34)
quiet (36)
loves (37)
story (37)
with (41)
were (41)
morning (41)
them (41)
there (43)
Bo-Peep (44)
apple (45)
should (45)
this (45)
picture (47)
uncle (47)
aunt (47)
grandpa (48)
grandma (48)
of (48)
would (48)
Thanksgiving (49)
something (50)
please (50)
telephone (51)
where (53)
tickets (53)
horses (53)
your (53)
thank (55)
God (55)
fruit (57)
Tom (58)
Muffett (59)
away (59)
tuffet (59)
galloping (59)
fast (59)
shall (60)
woman (62)
gingerbread (62)
wanted (63)
said (63)
was (64)
from (64)
after (64)
wolf (69)
about (70)
Six (72)
Christmas (74)
Santa Claus (74)
new (74)
does (75)
one (75)
reindeer (77)
beautiful (77)

been (79)
many (79)
mittens (80)
warm (80)
fur (80)
their (82)
Northland (84)
houses (84)
Eskimos (84)
flag (86)
Washington (86)
Lincoln (86)
birthday (86)
hurrah (86)
stripes (86)
Hiawatha (88)
Nokomis (88)
wigwam (89)
heard (89)
chickens (89)
long (91)
ago (92)
plant (93)
yellow (94)
ready (95)
letter (98)
to-morrow (98)
postman (99)
field (100)
marbles (106)
quit (108)
caught (109)
under (111)
two (111)
three (111)
think (112)
see-saw (112)
hippity-hop (116)
because (116)
creepity-creep (117)
Humpity-hump (118)
brother (118)
ha-ha (120)
buzz (120)
flew (121)
could (121)
washed (126)
Prince (126)
unwashed (127)
Nurse (127)
herd (128)
laughed (129)
again (129)

DOLLY'S LULLABY (Page 17).



FLY, LITTLE BIRD (Page 28).